



RESEARCH PAPER

The Role of Family in Career Development of Secondary Schools' Students in Khyber Pakhtunkhwa, Pakistan

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ABSTRACT

The study aimed to investigate the role of family in career development of secondary schools' students in Khyber Pakhtunkhwa, Pakistan. Study's objectives were to find out the role of family in career development of students at secondary level. Its population was 30439 students. Its sample 380 was selected with selected with simple random sampling. A questionnaire was developed, validated and pilot tested for collecting data. Data were gathered with self-administered questionnaires and analyzed with using mean scores, standard deviations and chi-square test. The study found significant effect of family on students' career development at secondary level. Families selected their subjects for study, informed them about careers, supported financially and assist them through coaching academies. The study recommended availability of career guidance facilities in schools. Additionally, family and school may collaborate for effective career development of students.

KEYWORDS Family, Career Development, Secondary School Students, Khyber Pakhtunkhwa, Pakistan

Introduction

Career development at secondary level, is formulating the foundations of future expected careers and making appropriate subjects' selection at the level of secondary schools and families are a major source of career development at this level (Salami, 2013). Kiani (2010) reported the role of parents and family in the career aspirations of the secondary schools' students. Students were mostly found under the influence of their fathers for the choice of their careers and their aspired careers were actually the extension of their father's aspirations for their expected future careers. Rauf (2013) found the crucial role of family in the career planning of students at secondary level and recommended that. Parents and family need to be aware of their role in the career planning of students. According to Nurmi (2004) the career aspirations of young adolescents are the product of their familial expectations. Thachenkery (2010) found that science students were more influenced by their parents and families in their career choice decisions. Maharaj (2007) identified the influence of family in the career determination of students.

Family, home environment, parents and guardians are an important influence on the career aspirations and occupational choices of the young children. Youth generally explore careers which come under the category of their familial approval (Mau & Bikos, 2000). Small and Mclean (2002) identified that parents and family provided support for some careers and disfavor for others, therefore, compelled their children to follow their instructions. Otto (2000) identified that students' occupational choices and educational goals are influenced by family, educational attainment of parents and their socio-economic

status. Families and parents serve as a source of information and guidance for the career choice decisions of their children (Kniveton, 2004).

Family and parents are a major influence in the career choice decision of their children. They are a source of information and exploration for the career aspirations of their children. Parents approve the career choice decisions of their children by providing financial, moral and emotional support to the career choice decisions of their children (Salami, 2007). Keller and Whiston (2008) identified that familial support proved a significant pre-requisite for the career development of adolescents; therefore, parental encouragement and career information paved the way for successful career development of children. Salami (2004) reported that students select careers on the wishes and desires of their parents and families and not on their own interests, aptitudes, abilities and potentials. The selection of the occupation is regarded as a step forward for fulfilling the obligations of family instead of fulfilling the needs and demands of the individual. The traditional collectivist cultures compel individuals to make career choice decisions on the basis of aspirations of parents or elder family members instead of individual needs and demands.

Cannan (2008) identified families to be the fundamental source of guidance in the career choice decisions of secondary schools' students. Students had maximum interaction with their parents and families and found them to be much more helpful in their career selection issues. As families and parents proved to be the most influential factor in the career choice decision of students, therefore, it's the demand of the time from families to be better prepared for the guidance of their children in career choice issues. Mapfumo, Chireshe and Peresuh (2002) investigated the career perceptions and visions of the secondary school students and identified that students are affected mostly by their parents and relatives in career choice decisions at the level of secondary schools. Tang et al. (1999) found that children regarded it their duty, to act upon the traditions of their families, therefore, they based their career choice decisions on the will and decisions of their parents and families. In a similar vein, Salami (2004) highlighted that parents and family are a source for the career aspirations and career choice decisions for children. It is concluded that family is a major force in the career development of secondary school students, therefore; the study is aimed to investigate the role of family in career development of secondary schools' students.

Literature Review

About the role of family in career development of students at secondary level, Howard et al. (2009) identified family as a strong support for the career development of both boys and girls. Family and parents are the most influential factors in the career choice decisions of adolescents. Biggart et al. (2004) reported that parents and family are the best and most trusted source of career guidance for young students. They provide information, guidance and support for the career choice decisions of students. Parents set parameters and trajectories for the future careers of their children and are therefore, the most trusted source of career related guidance for students. Salami (2007) identified that family support is a strong source for the encouragement of children in the choice of careers. The involvement of parents is a major driving force behind the career choice decisions of children because they provide material, moral and financial support to the career choice decisions of children (Salami, 2004). Yowell (2000) found the influence of friends and family on the future career choice decisions of students. Ceja (2004) identified parents' outlook about careers as a determinant in the career planning of children.

Alfaro, Umana-Taylor and Bamaca (2006) found that male students were influenced by fathers and female students were influenced by mothers in their career choice decisions

and aspirations. Agarwala (2008) found father as the most influential factor among the family members in the career choice decision of students. Parental attachment affects the career information, exploration and career choice decisions of students (Salami & Aremu, 2007). Kiani (2010) identified the significant influence of fathers on the career aspirations of secondary schools' students in secondary schools' of Pakistan.

Hairston (2000) found mothers to be more influential in the career choice decisions and aspirations of children. Female students were found much under the influence of their mothers for their career choice decisions. Mothers serve as best guides for the career choice decisions of their children because of greater interaction and relationship with them. Swift (2009) identified parents and family as the most influential factor in career development of children. Parents affect the attitudes of children, set high targets and provide career information. Mothers were found more influential in career development for their children. Siblings were also found as significantly affecting career choices of the young ones, they were a source of fresh information for the career choices of their younger siblings. The family members other than parents were also found as important source of motivation for the career development and aspiration of students (Muzaffar & Choudhary, 2017).

Bullington and Arbonna (2001) identified parents and siblings as major influences on the career choice decisions of adolescents. Mutekwe, Modiba & Maphosa (2011) found the occupations of parents and siblings as a significant factor in the career choice decisions of girl students. Kisilu, Kimani and Kombo (2012) identified parents, family members and sibling's influences on the career determination of students. Females were more influenced by their mothers and older sisters. They were also influenced from the role models from their families, teachers, peers and community. Tucker et al. (1997) identified that the career choice decisions of young students are in need of advice from some nearest relationship with similar values and siblings are a source of this. Therefore, younger children discuss their career choice aspirations with their older siblings before the approval of their parents. As older siblings are full with fresh information regarding career opportunities, therefore, they are a better source of career guidance for young students.

The involvement of family is a key factor in the success and career choice decisions of children (Salami, 2007). Parents are a source of information and guidance for the career selection of children; therefore, parental support is an important pre-requisite for the career choice, future success and approval of the career choice decisions of children (Small & Mclean, 2002). Shumba and Naong (2012) found family as a key factor in shaping the future careers of students. Agarwala (2008) found the size of family in which children are brought up and live also affect the career choice decisions of students. Children in families are bound to act upon the orders and advice of their elders and they are not in a position to make independent career choices based on their interests and aspirations.

Several studies have established that parents, family and guardians play a critical role in the career choice decisions and aspirations of their children (Otto, 2000). According to Palo & Drobotb (2010) the process of career development starts with the influence of the family since early childhood, at the home by parents and family. Parents and family provide psycho-social support for the career choice decisions of students. Parents who are loving and full of emotional warmth are fully involved in the career development process and occupational maturity of their children. Parents and family are the sources of information, exploration and guidance for the future career development of children. Fergusson and Woodward (2000) identified a strong relationship between parental socio-economic status, career aspiration and the career choice decisions of their children. Salami (2004) found a strong link between parental socio-economic status and the career choice decisions of children. Salami (2007) identified parental socio-economic status as an

important factor in the career choice decisions of children and it is due to this factor that children from low socio-economic status select low profile careers such as nursing and taking care, while children from high socio-economic status select high profile careers like science and technology.

Elizabeth (2012) reported the influence of parental and family socio-economic status on the career choices of students. The educational level and career experiences of family also affect the career choices of students. Atienza (2006) identified that socio-economic status of parents determines the future careers of students. Good financial status establishes high career aspirations of youth. Fergusson and Woodward (2000) found that student belonging to educated and professional families study medical, engineering, science and technology as their future careers while children from un-educated or less skilled families have little participation in such careers. It identified that parents from better socio-economic status have sufficient information and resources for the satisfaction of proper and better career aspirations of their children (Salami, 2007). Odeja and Flores (2008) found the role of gender and parents level of education, influencing the career aspirations of the students. Ngesi (2003) found that students from low socio-economic parental background are not in a position to make independent career choices. The educational level, educational attainment and socio-economic status of parents affect the career choice decisions of young students.

De Almedia et al. (1998) reported that students whose parents were employed in careers like Engineering, Law, Medicine and science were more interested in the careers of their parents. The occupations of family members affected the career choice decisions of students. Students were found under the influence of older siblings for the aspirations of such like careers. According to Swift (2009) parents are the source of career information, emotional and psycho-social support for their children. They serve as role models for their children and ultimately influence the career choice decisions of students. According to Salami (2007) the needs and demands of extended family set obligations for youth and influence the future careers of them. Students make their career choices for meeting the financial demands of the extended family. Youth usually select their careers to fulfill the expectations of family. Perez and McDonough (2008) found extended family, family members, friends and school authorities as significant factors affecting the career aspirations of students. They also identified parental information, school counselors, siblings, relatives and peers as important factors influencing the career determination of students. Salami (2008) reported that the educational and career aspirations of young students are affected by parents and members of the extended family and therefore, influence their motivation and future expectations regarding their future careers.

It is concluded that family is a sources of career guidance for the students of secondary schools and they play a major role in the career development of students through influencing their career aspirations, selection of appropriate subjects of study, providing support and information about the career outcomes and paving the way for successful expected entry into the desired expected careers of children, therefore; the study aimed to investigated the role of family in the career development of secondary schools' students. It will add significantly in the provision of career development strategies for family and parents to assist their children in making appropriate career selection on the basis of interests and aptitude of their children at secondary level.

Methodology

The design for the conduction and reporting of the study was quantitative survey for investigating the role of family in career development of students at secondary level. The population of the study was 30439 secondary school students from district Swat Khyber Pakhtunkhwa, Pakistan. The sample of the study was 380 which was determined with Raosoft online calculator for the determination of the sample for research studies. The sample was selected with using simple random sampling procedure. A questionnaire about the role of family in the career development of students at secondary level was developed, validated with expert opinion of experts in the field of career guidance and pilot tested for the reliability. The reliability of the tool was 0.801. According to Law (2004) if the coefficient of reliability is 0.80 then it is excellent and if it is from 0.60 to 0.79 then it is adequate. The data were collected with using self-administered questionnaires and analyzed with mean scores standard deviation and the chi-square test of significance. Ethical principles for conduction of the study, participants and reporting the findings of research were followed.

Results and Discussion

Table 1
The Role of Parents in Career Development of Secondary Schools' Students

Statements	Number	Mean	S. D	χ^2	P
Family assisted you in selecting subjects of study	380	4.05	.75	51.29	.000
Family provided you information on expected future careers	380	3.82	.63	73.65	.000
Family provided you orientations on career outcomes	380	3.87	.98	45.89	.000
Family motivated your for your studies	380	3.76	.35	77.23	.000
Family supported your studies financially	380	3.94	.69	63.80	.000
Family guided you to overcome challenges in academics	380	3.67	.74	37.45	.000
Family assisted you through coaching academy	380	3.59	.62	88.75	.000
Parents assisted you in your studies	380	3.63	.95	56.84	.000
Siblings assisted you in studies	380	3.56	.78	29.05	.000
Family members other than parents assisted you in studies	380	2.34	.37	36.32	.000

Table 1 highlights the role of parents in career development of secondary schools' students. The mean scores of 4.05, 3.82, 3.87, 3.76, 3.94, 3.67, 3.59, 3.63 and 3.56 demonstrates that respondent students agreed that family assisted them in selection of subjects for study, provided them with information of expected future careers, provided them orientations on career outcomes, motivated them for studies, supported their studies financially, guided to overcome academic challenges, assisted through coaching academies and specifically parents and siblings assisted them in their career developments at secondary level. On applying the chi-square test, the findings were found statistically significant.

It identified the role of family in career development of students at secondary level as, assistance in selection of subjects for study, provision with information of expected future careers, orientations on career outcomes, motivation for studies, support in studies financially, guidance to overcome academic challenges, assistance through coaching academies and specifically parents and siblings assisted them in their career developments at secondary level.

Discussions

The study found the role of family in career development of students at secondary level as, assistance in selection of subjects for study, provision with information of expected future careers, orientations on career outcomes, motivation for studies, support in studies financially, guidance to overcome academic challenges, assistance through coaching academies and specifically parents and siblings assisted them in their career developments at secondary level. The findings of the study have also been demonstrated by other studies of the similar nature, as Nurmi (2004) reported that the career development of the young adolescents are the product of the parental expectations. Similarly, Cannan (2008) identified families to be the fundamental source of guidance in the career development of the secondary schools' students. Students had maximum interaction with their parents and families and found them to be much more helpful in their career selection issues. (Salami & Aremu, 2007). The findings have also been reported by the study of Salami (2007); Kiani (2010) and Kisilu, Kimani and Kombo (2012) who identified parents, family members and sibling's influences on the career determination of the students. The findings of the study have also been reported by the study of Perez and McDonough (2008) that found family, siblings and family members as significant factors affecting the career aspirations of the students. Model of Choice and Decision Making in Education by Foskett and Hemsly-Brown (2001) demonstrates that career choice decisions are the product of context, choice influencers, choosers and the choice. Context is the combination of family, socio-cultural and economic factors. The study has significant theoretical and practical implications for the career development of secondary school students.

Conclusion

The study found the role of family in career development of students at secondary level as, assistance in selection of subjects for study, provision with information of expected future careers, orientations on career outcomes, motivation for studies, support in studies financially, guidance to overcome academic challenges, assistance through coaching academies and specifically parents and siblings assisted them in their career developments at secondary level. The findings of the study highlight the need for collaboration of family members and school authorities for career development of students at secondary level.

Recommendations

On the basis of objectives and findings of the study, the following recommendations are made:

- The study recommends the provision of career guidance facilities for the effective career planning of the students in secondary schools. As the career guidance facilities are not available in secondary schools, therefore, it is very difficult for the students of secondary schools to select appropriate subjects of their study at this level, which are based on their interests, aptitudes and knowledge of the career opportunities.
- There must be collaboration between parents, teachers and schools' authorities for the support of students in career choice decisions. As a friendly relation between home and school is compulsory for making conducive environment regarding career choice decisions of students, therefore, it will help the teachers and parents to know the interests and abilities of the students for making proper subjects selection that may lead them to their desired future destinations.
- The information about job market and career opportunities is an essential element for the better career choice decisions of the students; therefore, the study recommends career orientations, workshops and career days for the students and their parents at

secondary schools, for awareness and to know information regarding the career opportunities and job market.

- For the effective career guidance of the students, there is the need to know the interests and aptitudes of the students in secondary schools. Therefore, the study recommends the establishment of assessment mechanisms for identification of students, interests and aptitudes and the integration of these with the career choice decisions of students.
- Parents may consider the interest and aptitude of their children in selection of schools' subjects and career choice decisions' making and need not to rely solely on their own wishes and desires for the career development of students at secondary level.

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